

NATIONAL CONGRESS BULLETIN

JUNE-JULY 1945

PUBLISHED BY THE NATIONAL CONGRESS OF PARENTS AND TEACHERS • CHICAGO 5 • VOL. 12, NO. 10

MONTHLY MEMO TO LOCAL PRESIDENTS



FROM SAN FRANCISCO

WHEN I wrote you a month ago I told you I was staying in San Francisco until it was necessary to return to look after the annual business of the National Congress. Around the middle of May I returned, and soon afterward we held a series of committee meetings—the budget, legislation program, findings, and election board committees (the latter to count ballots sent in by mail, and so forth). Then we had a meeting of the Executive Committee to receive reports and conduct the business that had to be done. Fortunately we have emergency procedures enabling us to do all this legally, even though we could not have a Convention. Elsewhere in this *Bulletin* you will read of the new officers elected and of other matters of interest transacted at that time.

On to Hawaii. Then followed a few days devoted to my own household duties and to making arrangements to be gone for some time. Now I am back in San Francisco for the final meetings of the Conference while waiting notification to appear at the dock and sail for Hawaii. The members of our branch in Hawaii have been cut off from personal contact with the rest of us on the mainland for some years now, and as your president I promised long ago to spend a few weeks with them if I could get a priority for traveling there.

• It appeared doubtful for a time whether this could be obtained in view of the fact that men and materials are being moved westward across the Pacific so steadily these days. However, the permission has been granted; the proper inoculations have been given; the necessary papers have been signed; and before this is in print I should be on my way. Perhaps in the next issue I can tell you something of our work on the Islands.

Truly American. There was one item of interest that I wanted to share with you last month but did not have space to do so. I have said over and over again that our organization is the most truly American of any I know because we have Americans of every racial background in our membership.

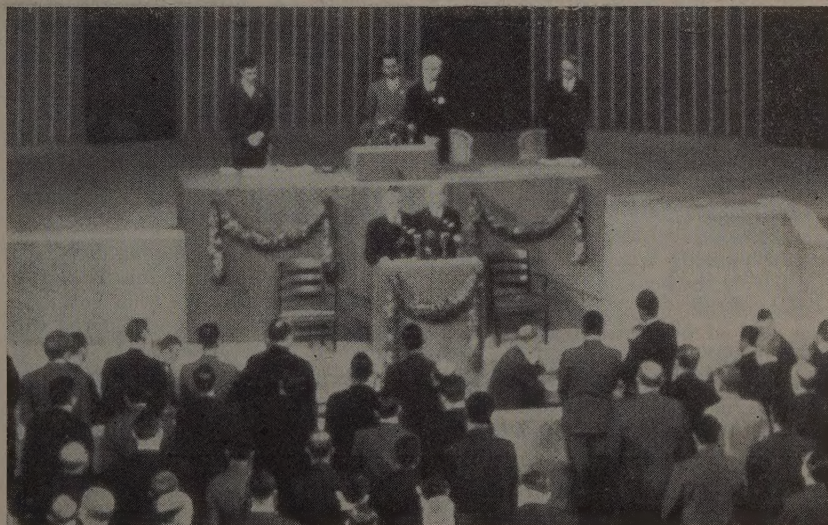
One of the visits I made while I was here the first time was to the Commodore Stockton School P.T.A. This school is located in the heart of San Francisco's Chinatown, and about 99 per cent of its pupils are of Chinese origin. The mothers at the P.T.A. meeting (it was an afternoon meeting and no men were present) were as vitally interested in the welfare of their children as any of you, and the meeting was beautifully conducted. The officers were young women of the type we like to think of as typical young mothers—alert, well educated, and able to translate all that was said into Chinese for the benefit of those of an older generation who did not understand English readily.

• The children were adorable—bright

eyed, courteous, smiling, very much aware that people from every one of the United Nations were in San Francisco, and why. They sang songs of many nations. There were newspaper pictures and clippings about the Conference on the blackboards, and in the third grade one keen-eyed little miss noticed the official pin I was wearing and took me to the blackboard to show me that they had a picture of it pinned up and knew its significance. In every respect they were fine American youngsters of whom one felt proud, and their parents are people whom we are glad to have as members.

One of the Greatest Events in History. As for the United Nations Conference, how I wish I might talk to each of you personally and give you a firsthand picture of what has been accomplished there. During the time I was back home I spoke about it as often as I could, and from the questions people asked I realized how anxious they were for the type of information not easily derived from the newspapers. Often the big accomplishments have been submerged under headlines emphasizing the few differences of opinion.

(Continued on page 2)



Delegates to United Nations Conference stand in silent respect to the late President Roosevelt at second plenary session opened in San Francisco. Standing at right, lower podium, is Joaquin Fernandez y Fernandez of Chile, who asked for tribute.

(Continued from page 1)

• We are all so close to one of the greatest events in all history that we sometimes overlook its significance. It is difficult enough for fifty people, even those of similar background, to come to common accord on many subjects without considerable compromise. Think of the courageous attempt of fifty nations, with differing needs, differing situations—geographical, political, social, and economic, and differing philosophies of life, as well as with inherited prejudices, attempting to reverse the course of history by trying to find a way of living together in peace and settling their differences by peaceful means instead of by the accepted method of war.

• The amazing thing is that they have found so much on which they could agree so quickly and that when they can't agree immediately they keep on talking things over until they do find answers to knotty questions. Some of the matters that have been given prominence out of proportion to their importance are really made so as a result of the democratic process whereby people talk over their differences and freely express their varying viewpoints. This is the essence of democracy whether in a town meeting, a parent-teacher meeting, or a world conference. Let us not become pessimistic too easily.

A Charter for Human Rights. When the charter is finally adopted I hope you will give it careful study and read for yourselves the changes that have been made in the Dumbarton Oaks Proposals. We all feel that the changes have liberalized and strengthened the original Proposals. There will be a preamble somewhat in the spirit of the preamble to our own Constitution. Human rights have found a place not given them originally.

• The functions of the Economic and Social Council have become of increasing importance as time marches on and everyone realizes that the great problems of the next several decades will arise from the pressing human needs of the world left by the holocaust of this most dreadful of all wars. The ideals of justice and of international law acting through an international court will undoubtedly be included in the charter. And there is complete agreement that the organization should "promote respect for human rights and for fundamental freedoms for all, without distinction as to race, language, religion, or sex."



• It may interest you to know that the Consultants to the U.S. delegation played an important part in helping to create this wider interest in all that pertains to human rights, so that the charter should not be confined solely to the matter of security from war.

• It took months, you recall, for our own Constitutional Convention to produce a document. Then it took several years before the Constitution was adopted by all the colonies—and we were just a group of small settlements, all speaking the same language, living by ourselves in a new world!

• It takes time to build any structure that is to endure; it takes work, too. Our work on an international organization is just beginning; it will have to be developed year by year. One of the most important factors in making this possible is a public opinion that refuses to become cynical or discouraged, that insists that peace is worth the price it costs, that attempts to understand others and to learn why they are as they are:

*If I were only you
And you were only I,
I would do as you do
And you would wonder why.*

A Welcome to New Presidents

UNDOUBTEDLY many of you who are reading this letter are new presidents. May I welcome you and remind you that our local leaders are the most important people in our vast organization. You have to interpret our ideals to your communities; we are all judged by you. May I wish you joy in the service you will give on behalf of the children of your own communities.

• Our work goes on all the year around. There is still much war work to be done on the home front. The welfare of its children is one of the biggest jobs the world has to face today, and we are organized for this purpose.

• To those who are changing their type of service in the organization I want to express appreciation for what you have done in the past and hope that you will continue to serve although the form of your service may have changed.

Myrinetta A. Hastings

Consultant to U.S. Delegation, U.N.C.I.O.
President, National Congress
of Parents and Teachers

Looking Ahead to Summer Recreation

Wholesome recreation for summer evenings is the current aim of the Wick-enburg, Arizona, P.T.A. This unit has initiated two projects—supplying electric lighting for the community tennis courts and constructing a barbecue pit on the grounds of the local high school. The association has enlisted the aid of other civic and religious groups so that both projects may be completed before the beginning of the summer vacation.

A Mark To Shoot At

One and a half tons of peaches, a ton of apricots, a ton of pears, and half a ton of tomatoes—all canned by P.T.A. members for school lunches! This record was achieved last year through the cooperative efforts of two local California units—the Susanville Elementary P.T.A., and the Lassen High School and Junior College P.T.A.

* * * *

Keep On Saving Paper

Schools may have closed for the summer, but it is still important that school children carry on their wastepaper salvage activities as faithfully as ever. Full information about Paper Trooper campaigns can be obtained from the School-College Unit, Conservation and Salvage Division, War Production Board, Washington 25, D. C.

Promote the 1945 Go-to-School Drive

Now, at the beginning of the summer holidays, is none too soon to plan for the 1945 Go-to-School drive. Despite the encouraging results of the 1944 drive, in which P.T.A.'s played such an important role, the attraction of jobs and wages still threatens the educational programs of hundreds of thousands of high school boys and girls. This year it is hoped that adult leaders will encourage the young people themselves to work together to get the Go-to-School message across to their fellows. Helpful suggestions will be found in the 1944 *Go-to-School Drive Handbook for Communities*, available from the Children's Bureau, Department of Labor, Washington 25, D. C.

Help Fight Inflation

The OPA has supplied all local war price and rationing boards with new lists of price ceilings for meat (effective June 15). To continue the fight against inflation, the OPA is asking all organized community groups to distribute these lists to their members and to urge members to report all violations of ceiling prices to the price panels of their local boards. The black market on meat can be combated only if every citizen in every community makes it his special responsibility.

Have you renewed your subscription to *National Parent-Teacher*, the P.T.A. magazine?



MRS. HALE

New National Chairman of Congress Publications

● Mrs. E. T. Hale, National chairman of the committee on Congress Publications, is well and widely known in the state of California for her many years of parent-teacher service. She has held numerous offices in local, council, district, and state organizations, and is the immediate past president of the California Congress.

Mrs. Hale attended San Diego State College, where she studied psychology and parent education. She also attended summer sessions and educational conferences at Stanford University and holds credentials for teaching child study and parent education.

For a year Mrs. Hale was chairman of the Education Division of the California Council of Social Work, and she has served as a member of the Governor's Tax Study Commission. She has been a member of the San Diego Board of Education since 1929.

In 1934 her significant educational contributions were recognized by the Governor of California who appointed her to serve on the State Board of Education. She is also identified with the San Diego Council of Adult Education, with the Southern California Taxpayers Association, and with the San Diego County Recreation and Defense Council.

● The National Congress of Parents and Teachers is the only organization that gives power, prestige, vitality, and significance to the letters P.T.A. Without its organized guidance, its constructive program of work, its supporting national contacts, and its established place in the affairs of the nation, the letters P.T.A. would not mean the same to your school or your community.

N.C.P.T.—IOWA UNIVERSITY *Workshop* ON HOME-SCHOOL COOPERATION

A UNIQUE type of educational workshop, sponsored jointly by the National Congress of Parents and Teachers and the University of Iowa, was held on the university campus at Iowa City from June 14 through June 19. Ordinarily, a P.T.A. summer workshop is planned for the training of local leaders. The Iowa workshop, however, was designed as an experiment in the demonstration of methods for presenting to teachers in training (1) the basic problems of home-school cooperation and (2) the function of the P.T.A. in bringing about this cooperation. It was expected that one outcome of the workshop would be the development of suitable materials on the parent-teacher organization to be used in teacher education courses.

OTHER UNUSUAL FEATURES

● The workshop was attended by students and faculty members of the University of Iowa and other institutions and by parent-teacher leaders from the various state branches of the National Congress. P.T.A. representatives were selected on the basis of their responsibility for promoting a better understanding of parent-teacher objectives on the part of teachers and cadet teachers in their respective states. One hour of university credit for the week's work was given to qualified registrants.

To facilitate the attendance of faculty members of teacher training institutions and of P.T.A. leaders, at this summer workshop, the Executive Committee of the National Congress awarded 20 scholarships of \$50.00 each to qualified applicants recommended by the various state branches.

WORK SESSIONS AND DISCUSSION MEETINGS

● The general plan of the workshop consisted of a series of work sessions each morning and a series of lecture-discussion meetings each afternoon. During the morning sessions members might choose a single problem or several problems for intensive study, working on them either independently or in groups.

The afternoon sessions dealt with the following topics:

● "Home-School Cooperation on Problems Relating to Children's Behavior and Attitudes"; Robert R. Sears, chairman.

- "Home-School Cooperation on Problems Relating to Classroom Work"; Mrs. L. W. Hughes, first vice-president, National Congress of Parents and Teachers, chairman.
- "Home-School Cooperation and the Enrichment of the Daily Life of Parents and Teachers"; Mrs. L. S. Mumford, president, Iowa Congress, chairman.
- "Extending Home-School Cooperation to Community Cooperation"; W. I. Griffith, chairman.
- "Special Problems of Home-School Cooperation in Rural Areas"; Mrs. J. W. Bingham, chairman of the National Congress special committee on the summer workshop and of the National committee on Cooperation with Colleges, chairman.

Several members of the National Board of Managers took active part in these discussions, including Mrs. Hughes; Mrs. Bingham; Mrs. Mumford; Agnes Samuelson, National School Education chairman; and Ralph H. Ojemann, National chairman of Parent Education.

LOOKING TO THE FUTURE

● It is hoped that this initial demonstration will stimulate other colleges and universities throughout this country to deal with the problems of home-school cooperation in a similar fashion. Equally important, it is hoped that out of such working conferences will be evolved a body of material that can be used to prepare America's teachers in training for close and effective cooperation with their future teaching partners—the parents in the home.

Plan a Home-Town Vacation

The fact that we can't travel this summer doesn't mean we have to give up our vacations. Staying at home can be as much fun as going away if we only plan it so. For ideas write the Programs Section, Information Division, U.S. Office of Defense Transportation, Washington 25, D. C., and ask for the booklet called *How Your Community Can Have a "Vacation-at-Home" Program*.

NATIONAL CONGRESS BULLETIN

Volume 12 June-July 1945 Number 10

Published monthly from August through May, bi-monthly June and July, at 600 South Michigan Boulevard, Chicago 5, Illinois, by the National Congress of Parents and Teachers. Subscription price: 20 cents a year. Entered as second class matter at the Post Office, Chicago, Illinois, Jan. 18, 1941. Additional entry at Aurora, Illinois, Dec. 21, 1939. Under Act of March 3, 1879.

QUESTIONS AND ANSWERS REGARDING *Peacetime Military Conscription*

MANY questions are asked regarding the position of the National Congress of Parents and Teachers on the subject of peacetime military conscription. Some of the most frequent questions, together with our answers to them, are here presented:



• ONE

Q. What do you mean when you say that, as an organization, you oppose peacetime conscription "at this time"? Does this mean that the organization would never approve it "at any time"?

A. The National Congress of Parents and Teachers opposes peacetime conscription at this time for two reasons: *First*, it is too important and too revolutionary a matter to be entered into hurriedly and under the stress of war emotions; and *second*, no one knows, at present, what our commitments will be to help keep world peace. With many millions now under arms and the Selective Service Act still in force, we are safeguarded against any possible expansion of the present war.

When we know our international commitments and our own national needs for protection, in view of whatever situation exists at the close of the Japanese war, a complete program of adequate preparedness can then be adopted. Whether or not we have peacetime military conscription must be considered in the light of the whole program.

• TWO

Q. If there should be peacetime conscription, how would it differ from the R.O.T.C. training now given in schools and colleges? Would it be more intensive? Would it be compulsory for all boys in good physical condition?

A. Too many people think of peacetime military conscription as peacetime military training—something to be added to the work of the upper high school and the college years, with perhaps one or two summers in camp. *This is not the plan of the military.* On the contrary, the schools are to have no connection with the proposed year of training.

• THREE

Q. If the training is not to be given in connection with the school and college program, where would it be given?

A. The boys of eighteen would be in the Army just as completely as their older brothers are today. They could be sent anywhere—to camps, in this country, to serve in an army of occupation, or wherever the military authorities wished to use them. If the plan were a correlation of school and military training, our reaction toward the immediate adoption of some such carefully considered plan would be much more favorable.

• FOUR

Q. Does the National Congress believe in preparedness, or is it a pacifist organization?

A. The National Congress of Parents and Teachers believes that this nation must be adequately prepared to defend itself at all times and to carry its share of the responsibility for world security. However, under present conditions of warfare,

it takes from fifteen to twenty men and women at home to maintain one man in the services. Accordingly—

- a. There must be preparedness of industry for quick conversion to war needs.
- b. There must be millions of men and women at home with technical skills of many sorts to produce war material; to build ships; to produce food; to provide medical and nursing services; and to undertake other types of work demanded by a wartime program. The schools and colleges of our nation share with industry and agriculture the responsibility for this training.
- c. There must be development of national resources, stock piles of materials that are not produced in quantity here, and so on.
- d. There must be more naval bases and airfields, a stronger Navy, and a larger standing Army than we had previous to this war.
- e. There must be a citizenry that is not only devoted to the principles upon which our form of government is based but which has a clear understanding of the relationship of this country to the rest of the world. In this age—an age in which all nations are truly part of "one world"—the protective barriers of distance, of mountain ranges and oceans have ceased to exist.
- f. There must be constant scientific research, primarily to serve civilian needs but also to keep our preparedness for war—in case we should ever have to consider it again—up to the highest standards of new developments. History has shown that it is civilian research that makes the best contribution toward this end—that military minds are not always open and friendly to new ideas in peacetime.

• FIVE

Q. What is your opinion regarding the need for one year of military training?

A. Personally, the opinion of the president of the National Congress of Parents and Teachers on this score would have little value in itself, but many of you wrote me a few months ago asking that I write the War Department at the time your boys of eighteen were being put into combat zones in Europe after only three or four months of training. The answer given me was the statement, already made public by General Marshall, that no troops were used until they were "ready for combat." This is in direct conflict with the present demand for one year of military training before combat duty; the Army has even opposed the demand for six months' minimum training.

Modern warfare is such a technical matter that less time is now needed for the "manual-of-arms" type of training, but much more time must be given to specialized skills based on a good general education to which technical and scientific training may be added.

• SIX

Q. What about aggressor nations?

A. What nations are the aggressor nations now? Germany has surrendered unconditionally. The same fate is in store

for Japan. The United Nations are all-powerful and can prevent any attempts of the vanquished to prepare for another war. In fact, Germany could have been controlled fifteen or twenty years ago if her conquerors of World War I had cared to act. Now the questions are: *Whom would we fight? What nation is able to start a world war? Do we fear our Allies? Are we planning to fight them even while we are working with them to build security and prevent war?*

While attending the San Francisco Conference, I heard the point made time and again that the problems of the world for the next decade or two would be human problems, even if there were no security organization. There has never been such destruction of property—homes, cities, factories, churches, and schools. Never have so many millions of people been in such deplorable physical condition, nor has there ever been a time when millions of children have been given so poor a start in life. Never has there been such complete destruction of the channels of trade between nations, of their currency values, and of their national wealth.

Food, health, education, trade and commerce, the rebuilding of cities, and the reestablishment of civilian well-being have to be the first problem of the world for years to come. Even a nation that might *want* to fight could not possibly be ready to do so for years! And we can help to prevent the emergence of any aggressor nation if we but will it.

• SEVEN

Q. What about the fighting that may break out following V-E and V-J days?

A. It is to be expected that difficulties will arise in the world when war ceases. This has always been true at the end of every great war.

In every country there are strong groups that have a personal stake in restoring the status quo. Such groups are usually made up of those who were the favored few before the war and who would like to regain their lost position. Then there are those who have struggled to better their condition and will fight to the end to prevent a return to "the bad old days," no matter how uncertain the future. There are, in addition, rival groups among those who wish to build anew. There will be boundary disputes because so much land has been under different flags at one time or another that several nations can lay claim to it on historic grounds.

Such matters can be controlled by great powers, but they must be settled according to human rights, justice, and international law, through conferences and with just enough military force to maintain the peace until settlements can be made.

* * * * *

ALL these arguments and many more are in our minds when we say we oppose peacetime military conscription *at this time*.

We ask, "Why this rush to enact this legislation?" If we continue to think in the old terms of war and aggression, we can accomplish little for the future.

Our postwar tasks begin with ourselves and our own thinking. The lives of our children and even civilization itself, as we understand the term, are at stake.

The price of peace will be high, but let us put into its achievement the same energy, devotion, realism, and cooperation that we formerly devoted to war. Upon our willingness or unwillingness to do this, depends whether or not it will be necessary to fasten peacetime military *conscription* (not "training") on the nation. The choice is ours. Let us really *think*. Let us keep our thinking clear and without confusion.

Let us meet directly the problems relating to social ills—the poor physical condition of many of our young people, their inadequate education, and their lack of sound character. Protective and preventive measures for our children must begin in infancy and continue through the years. If a period of military training could undo the neglect of years, there would have been no need for rejecting hundreds of thousands of draftees in this war. The plan for peacetime conscription includes only the physically fit. What about some sort of training for *all*—boys and girls alike—including those not quite up to military physical standards but nevertheless able to make their contribution? If training is essential for some, why not for all? A sound program for the "care and protection of children and youth in home, school, church, and community" is in itself a most important part of any preparedness program.

Is our thinking in terms of the past or of the future? Because we believe it looks to the future, we conclude that there is no need to rush this legislation through Congress *at this time*.

—Mrs. William A. Hastings

Conference on Reading and Language Problems at Northwestern University

READING and language difficulties of children and adults alike have a tremendous effect on mental growth and emotional stability. Such difficulties present a problem that calls for the gravest thought, the most careful study on the part of both educators and parents. Northwestern University, in cooperation with the National Congress of Parents and Teachers, is sponsoring a Conference on Reading and Language Problems in Postwar America, to be held on the university campus at Evanston from July 26 to July 28.

All the sessions of this conference are open to the public, and a cordial invitation is extended to all parent-teacher members who live near enough to attend without using hotel or transportation facilities. Registration is free.

A Three-Day Program

There will be two general sessions at which several well-known educators and our own president, Mrs. William A. Hastings, will deliver addresses. The other sessions will be devoted to study group discussions of reading problems that occur at the various educational levels in the home, in the schoolroom, and in army and navy training programs; language problems in regard to international communication; children's literature; home-school cooperation; and visual and auditory teaching aids.

Among the leaders and discussants will be the following members of the Board of Managers of the National Congress: Mrs. Hastings; Mrs. James C. Parker, National vice-president; Mrs. H. M. Mulberry, National chairman of Reading and Library Service; Ralph H. Ojemann, National chairman of Parent Education; Mrs. George Chatterton, president of the Wisconsin Congress; Mrs. Frank A. Damm, president of the Illinois Congress; Mrs. William H. De Voe, president of the Michigan Congress; Mrs. L. S. Mumford, president of the Iowa Congress; and Mrs. Robert F. Shank, president of the Indiana Congress. Mrs. Eva H. Grant, editor of the *National Parent-Teacher*, will preside at one of the discussions and take part in one of the panels.

Searchlights AND Compass Points FOR 1945-46

TOGETHER We Build" was to have been our 1945 Convention theme. The plan of that Convention was to have been based upon a sevenfold structure that we, as an organization, must build together during the year 1945-46. Since the Convention had to be canceled, the 1945 findings committee prepared a statement that would point the way to the fulfillment of the theme and serve as a guide to local associations in their work for the coming year. Following are significant excerpts:

1.

Better Homes and Parents

The home is the nation's greatest source of united endeavor. Accordingly both parents, in every home, should develop in their children those understandings and attitudes that will make them effective members of their own family groups, and of society.

Religious training, patterns of religious conduct, and spiritual interests must be cultivated in the home if our young people are to enjoy a strong spiritual life.

Every effort must be made to assist homemakers to maintain healthful, happy homes. An important part of this task is to assure adequate care to children whose mothers are wage earners.

Parent-teacher associations should urge that the schools give young people sound training for home responsibilities.

2.

Health and Physical Fitness

The total health of family and community depends largely on the application of scientific information in the fields of housing, safety, nutrition, preventive medicine, sanitation, and hygiene. Such information, therefore, must be made available to all.

Home, school, and community must work together to avert preventable disease. In addition to carrying on major P.T.A. health projects, such as the Summer Round-Up and the school lunch, this responsibility involves:

- Complete health examinations at regular intervals for all persons.
- An intensified immunization program.
- Awareness of all existing community health programs, alertness to community needs.
- Development of college courses to train teachers in the field of health education.

3.

Better Schools and Better Educational Programs

Parent-teacher associations must strive to coordinate and unify all the educational forces in their communities but should give the schools first priority at all levels of reconstruction planning by:

1. Recognizing and meeting individual needs.
2. Closely relating the schools to other agencies serving children and youth.
3. Ensuring adequate financial support of the schools.
4. Rebuilding the teaching profession.
5. Understanding the significance of Federal aid and Federal relations to education.

4.

Good Citizenship

Democracy—its privileges and responsibilities—should be practiced and discussed in the home. Never has there been such a constant need for the teaching and exercise of self-control, kindness, honesty, obedience, sportsmanship, responsibility, good workmanship, teamwork, and dependability.

The years to come will bring the true test of our citizenship, for as good citizens we shall be called upon to:

- Give our sympathetic understanding to the problems of our foreign born.
- Participate fully in the privileges and obligations of citizenship by voting intelligently after careful study of issues.
- Instill in the hearts and minds of our sons and daughters a love of country and a spirit of service toward others.
- Cooperate with all agencies and organizations who are uniting to create an America where all classes, colors, nationalities, and creeds can work and build together.

5.

A Better Community Life

Americans have come to understand that if they are to win peace, prosperity, health, happiness, and freedom of opportunity for themselves and their children, they must secure these blessings also for their neighbors and their neighbors' children.

Disease, poverty, poor housing, mal-

nutrition, juvenile delinquency, and adult crime must be controlled if the community is to be made a wholesome place for all its members. Each child should be assured a decent home; economic security; health and medical services; libraries, churches, and recreation centers; and an opportunity for an education for which he is best fitted.

6.

An Appreciation of Cultural Values

Out of the inhumanity of war we must salvage and nurture the qualities that make man distinctively human—his search for truth, his urge to create beauty, and his capacity to appreciate.

The word *culture* was originally associated with the idea of growth, of rich and fertile life. In this sense the cultured person is one who grows and is concerned with his own growth—with the growth of his understanding of community needs and his ability to do something about them.

Every P.T.A. member should strive to help the young people of his community to live lives that have three dimensions: depth of understanding, breadth of interest, and height of aspiration.

7.

National and International Unity

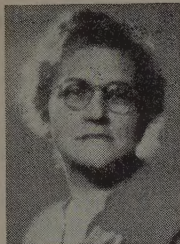
At its January 1945 meeting the Board of Managers accepted the following recommendations:

- The creation of an international organization, of which this country shall be a member, with power to enforce lasting peace.
- The establishment of an international organization for education.
- The development of an intensive program for the care of the children of the world.

While we turn our attention to the international scene we must not forget our duty to our own nation—to see that it provides opportunity for the best development of all its people; that it guarantees them the essential freedoms, without regard to religion, race, or social status; that it gives each child an equal opportunity for education. And when we have attained that unity for which we strive we shall have secured for every child his richest heritage—a civilization based on human rights and fundamental freedoms.



MR. PHILLIPS



MRS. LEONARD



MRS. GARDNER



MRS. LITTLE



MRS. PARKER

INTRODUCING OUR NEW *National Officers*

VICE-PRESIDENT REGION VI

• **Mrs. Jack M. Little**, newly elected vice-president from Region VI, has been an influential leader in community and parent-teacher work for more than twenty years. She has held many offices in local, district, and state organizations, and is a former president of the Texas Congress of Parents and Teachers.

Mrs. Little attended Mary Nash College in Sherman, Texas, and was graduated from St. Cecilia Academy in Nashville, Tennessee. She has also taken special work in child psychology at Southern Methodist University in her home city of Dallas.

During her term on the Board of Managers, she was a member of the special committee on Congress publications, and also a member of the 1944 Convention management committee.

Having a college major in Spanish, Mrs. Little found the language a useful background for her work as chairman of Spanish-speaking parent-teacher associations under the jurisdiction of her state board; as program chairman and historian of the Pan-American Round Table in Dallas; and as a member of the Inter-American Cooperation Committee.

! VICE-PRESIDENT REGION IV

• **Mrs. James C. Parker** brings a seasoned point of view and a wide versatility to her new duties as vice-president from Region IV. Her parent-teacher work includes numerous National, state, and local offices. She is a former president of the Michigan Congress.

Mrs. Parker is a graduate of Western State Teachers College in Michigan, and taught in the Kalamazoo Public Schools for eight years.

In the National Congress, she has been a member of the Board of Managers, the budget committee, and the war activities committee. She also served as vice-chairman of the state presidents' conference.

Mrs. Parker's interests center on the educational life of her community. She is on the Board of Directors of her county Citizenship Council, and a member of the advisory committee of her district Vocational Guidance Association.

SECOND VICE-PRESIDENT

• **Charles W. Phillips** enters upon his new duties as second vice-president with an enviable record of service in various offices in the National, state, district, council, and local organizations of the P.T.A. He has just completed a term as member-at-large on the Executive Committee, and also as president of the North Carolina Congress. He has served as a member of the Radio Script Service committee and the program committee on legislation; as chairman of the Joint Advisory Committee, Traffic Safety Education Project; and as editor of the *North Carolina Parent-Teacher*.

Mr. Phillips received a B.A. degree at the University of North Carolina and an M.A. at Columbia University. He has been professor and director of public relations at the Woman's College, University of North Carolina, since 1935.

An acknowledged leader in his own community, Mr. Phillips has served as president of the Greensboro Council of Social Agencies; chairman of the Guilford County Board of Welfare; member of the board of directors of the Boy Scouts, Girl Scouts, Y.M.C.A., and Y.W.C.A.; and executive director of the Greensboro Community Chest. The father of four children, Mr. Phillips has a personal as well as professional interest in his chosen field.

VICE-PRESIDENT REGION I

• **Mrs. Newton P. Leonard**, vice-president from Region I, has held offices at National, state, and local levels. She is a former president of the Rhode Island Congress of Parents and Teachers, and has also served as treasurer and first vice-president of her state branch. She is also a trustee of the Endowment Fund, and chairman of the juvenile protection committee in Rhode Island. In all these capacities she has justified the confidence reposed in her ability.

Mrs. Leonard attended Simmons Col-

lege in Boston, and is a graduate of Mount Holyoke College. She has done volunteer social work, and frequently acts as a substitute teacher in Providence.

In addition to her parent-teacher work, Mrs. Leonard has held the directorship of the Volunteer Bureau of Rhode Island, and has served on the executive board of the Women's Alliance of her church.

VICE-PRESIDENT REGION II

• **Mrs. Albert L. Gardner** brings a comprehensive and exceedingly valuable outlook to her new post as vice-president of Region II. Formerly a president of the New Jersey Congress and an executive of state, county, and local organizations, she has recently acted as National chairman of the committee on Congress Publications.

Mrs. Gardner is a graduate of New Jersey State Teachers College, and has taught in the schools of Trenton, New Jersey.

In addition to her parent-teacher activities, Mrs. Gardner's work in child welfare has given significant aid to several leading educational and social organizations. She has been a consultant of the Educational Policies Commission since its organization, and is a member of the board of education, Woodbridge Township, New Jersey.

Since 1922 she has been a member of the board of directors of the County Tuberculosis League, and has more recently served as president of the New Jersey Tuberculosis League. She has also been a member of the board of managers of the National Tuberculosis Association; of the executive committee of the State Dental Health Committee; and of the executive council of the New Jersey Health and Sanitary Association.

We accept subscriptions to the *National Congress Bulletin* and to the *National Parent-Teacher* all summer long!

THE EXECUTIVE COMMITTEE ACTS ON VITAL LEGISLATIVE ISSUES

DURING the week of May 20 the Executive Committee and several special committees of the National Congress met in Chicago to discuss and act upon matters of paramount import to the membership of the Congress in the coming year. In addition to the election of new officers, announced elsewhere in this issue, two items of immediate concern taken up by the Executive Committee were:

1. *The reaffirmation of the Congress' stand on postwar military training.*
2. *The legislation program for 1945-46.*

Compulsory Peacetime Military Training

Since legislation providing for compulsory peacetime military training is now being considered in the new House Committee on Postwar Military Policy, the Executive Committee reexamined the attitude of the National Congress on this very important matter.

Bulletin readers will recall the former statement of this attitude, adopted by the Board of Managers in November 1944 and presented in the December and January issues of the *Bulletin*. Since that time there has been no change in the conviction of the Congress that the United States should not be committed to any plan for compulsory peacetime military training *at this time*. The Executive Committee, therefore, voted that action by Congress on compulsory military training be delayed until:

1. *A comprehensive program of national preparedness has been formulated, and*
2. *A majority of our men and women in service have returned to this country.*

New Legislation

The report of the program committee on legislation presented several new and important national measures for which it asked full support by the membership of the National Congress.

Foremost among these is the extension of the National Emergency Price Control Act "for the duration of the emergency." No measure now before Congress is more directly related to the daily life of Mr. and Mrs. America, for the Price Control Act is a powerful anti-inflationary tool. Without such a tool, rents would soar, price ceilings would be

nonexistent, and profiteering would take the place of controlled buying and selling.

If the act is not extended beyond the end of the war, inflation would merely be delayed, not averted. This is why the Executive Committee specified that the extension cover the *whole* period of this national emergency, which we all know will continue for some months after V-J Day, and that no weakening amendments be added.

For Welfare and Well-Being

Two measures of importance to our national health are concerned with the expansion of the U.S. Public Health Service to include:

1. *The establishment of a national neuropsychiatric institute, to achieve improved methods and facilities for the prevention, diagnosis, and treatment of mental illness.*
2. *The establishment of a national dental health council, which would give grants to states, subdivisions of states, and municipalities for dental health education and the prevention, treatment, and control of dental diseases.*

The Executive Committee voted to add the first of these to the active legislation program of the National Congress and approved in principle the dental health council.

The committee also voted to send telegrams to the chairmen of the Senate and House Education committees (Senator James E. Murray and Representative Graham A. Barden) urging that the two Federal aid to education bills, S.181 and H.R.1296, be reported favorably out of these committees. Support of these measures has been a part of our active legislation program since the opening of the Seventy-ninth Congress.

Membership cards are distributed from the state congress office—not from the National Office.



"To Insure International Peace"

A second group of items is tremendously significant to the future of the world. Approval of these measures was recommended by the late President Roosevelt for "adequate machinery to insure international peace, and full participation of the United States in the establishment and maintenance of an organization dedicated to this end." For a full discussion of each one, see recent issues of the *Bulletin*.

- Proposals of the United Nations Conference at San Francisco.
- The Bretton Woods Agreements.
- Renewal of the Reciprocal Trade Agreements Act.
- The Food and Agriculture Organization of the United Nations.
- Legislation providing for treaties to be ratified by a majority vote of both Senate and House, rather than by a two-thirds vote of the Senate.

What You Can Do

To support and promote this legislation program, which includes the matter of postwar conscription, is the responsibility of every parent-teacher member in the United States. As a national group, the parent-teacher organization is strong enough to make its influence felt. That strength will be utilized to the full *only* if our representatives and senators are kept constantly informed, *by their individual constituents*, of our opinions and desires.

ATTENTION, NEW PRESIDENTS!

Be sure to avail yourself of the information in *National Parent-Teacher*, the P.T.A. magazine. You will find it's tops for bringing you helpful, practical, and up-to-the-minute statements, articles, and special features on parent-teacher work. Subscribe now, before you forget. Later on in the year you will thank us for calling this excellent magazine to your attention. The subscription price is only a dollar a year. Send your order to

NATIONAL PARENT-TEACHER
600 South Michigan Boulevard
Chicago 5, Illinois